

# Rhode Island's Itinerant Early Childhood Special Education (IECSE) Service Delivery Model

## Anchors of Practice

### Intentional & Planned Instruction Embedded into Daily Classroom Routines & Activities



#### Direct Instruction

Embedded into the classroom routine & designed to:

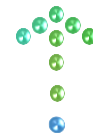
- Get to know the child
- Determine and refine interventions
- Model for the EC teacher
- Monitor and assess progress
- Support the acquisition of skill, as required



#### Collaborative Meetings

Routine and scheduled, including the IECSE and the EC teacher and focused on:

- Creation of a planning matrix
- MEPI/IEP goals
- Evidence-based practices
- Progress monitoring
- Fidelity of intervention



#### Professional Development

Designed by the IECSE for EC educators and families & focused on:

- An introduction to the IECSE model
- Use of evidence-based practices
- Specific evidence-based practices
- Inclusive practices that lead to positive outcomes for children

\*Ongoing documentation of the direct instruction and collaborative meetings, along with the next steps, is critical to the success of the model.

\*The frequency of the direct instruction, collaborative meetings and professional development is individualized for each child and outlined in the IEP.